San Antonio Independent School District

Substitute Handbook
2025-2026

Human Capital Management
514 W. Quincy St.
San Antonio, Texas 78212

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Disclaimer Statement

This handbook is a general guide, and the provisions of this handbook do not constitute an employment agreement or guarantee of continued employment.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included and those referenced have been summarized. However, as a substitute of SAISD, you are responsible for having reviewed and understood all SAISD policies in full whether included in this handbook or not. Suggestions for additions and improvements to this handbook are welcome and may be sent to Ms. Nancy Rodriguez, Director of Strategic Staffing.

This handbook is neither a contract nor an alternative to the official District Policy Manual, it is not intended to alter the at-will status of non-contract employees in any way. Rather, it is a brief explanation guide to District policies. District policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, substitutes may refer to the policy manual available through the district website at www.saisd.net, confer with your supervisor, or at the appropriate District office.

Substitutes in our District are considered viable and integral components of the teaching team. When a classroom teacher must be absent, it is most reassuring to have a qualified and capable substitute to continue the instructional program. The substitute's primary function is to assist in minimizing the interruption of the learning process and activities of the students occasioned by the absence of the regular teacher.

This handbook also serves as a guide to assist you in your responsibility in preparing for and successfully carrying out a day's work in school as well as the school's responsibility to you as a substitute. We hope you find your work rewarding and enjoyable.

San Antonio Independent School District is an equal opportunity employer valuing cultural diversity among its students, staff, and community.

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.

El Distrito Escolar Independiente de San Antonio es un empleador que ofrece igualdad de oportunidades y que valora la diversidad cultural entre sus estudiantes, personal y comunidad.

Es norma del distrito de San Antonio no discriminar por motivos de raza, color, religión, origen nacional, sexo, identidad de género, expresión de género, orientación sexual o discapacidad, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda, y las pólizas DIA, FFH, y FFI de la mesa directiva de SAISD.

Preface

The following information is designed to provide relevant information for your use as a vital support person within the instructional program. The topics cover professional expectations, learning concepts, as well as strategies that will assist in equipping you for successful implementation of the District policies, programs, and procedures.

Orientation

All substitute employees of San Antonio ISD are required to complete a mandatory online orientation before accepting any assignments. This training is currently hosted in Google Classroom but will transition to the Vector Training platform. The required course—**HCM: Substitute Teacher**—can be found in the Vector Training system and must be completed prior to taking any substitute assignments. Additional training modules, if assigned, may be completed during conference periods while substitutes are on campus.

Photo I.D. Badge

Your picture will be taken for your employee ID upon successful completion of the substitute onboarding. Appropriate forms given by The Office of Human Capital Management will be provided, and your picture must be taken at the San Antonio ISD central office with the SAISD Police Department. Substitutes must wear or display this badge at all times when on campus or attending a school-sponsored event. If you lose your badge, you will be required to pay for a replacement. If you should separate from the district, the ID badge is property of SAISD and will need to be turned back into campus or district administration.

Required Minimum Days to Work

The district encourages you to work as much as you are able to do so. The district expects substitutes to work a minimum of 4 days per month. Failure to meet this expectation may result in removal from the substitute roster, and you will not be eligible to reapply until the following school year. We highly encourage you to work on Mondays and Fridays, if possible. Please refer to the Substitute Pay Rate chart for information regarding the associated pay incentive. We require you to work every month during the school year, apart from personal matters such as a medical or personal emergency that may prevent you from accepting assignments.

Letter of Intent

Substitutes are “at-will” employees. At the end of each school year, a letter of intent will be sent out by email to all active substitutes. Any substitute intending to return must sign and submit the letter of Intent and Substitute Expectation Notice to the Office of Human Capital Management Substitute Department before the designated deadline. Failure to submit the required Letter of Intent will cause a substitute to be deactivated and you will be required to reapply if you are interested in returning as a substitute.

Resignations

Substitutes may resign their position as substitutes at any time. A resignation should be submitted to the Substitute Office at substitute@saisd.net at the time the decision to resign is made. Substitutes are encouraged to include the reason for resigning but are not required to do so.

Frequently Asked Questions

Please visit this link to see frequently asked questions by substitute teachers
https://docs.google.com/document/d/158p7wPnPG53uRKd3q7UvXEiXPCveLHO5_iLLxI9F3Xc/edit?usp=sharing

Concerns

If you, have any concerns, please contact:
Liza Gonzales- Program Coordinator III at (210) 554-8478

About SAISD

Mission Statement
The San Antonio ISD aspires to be an inclusive *familia* that will be the destination for transformational learning that makes the impossible a reality by demonstrating an urgent and relentless commitment to love, nurture, and teach all our students as if they are our own so that they realize their power to shape the world.

Core Beliefs

Core beliefs are the formal bedrock statements of the District's moral values and ethical code. We believe that:

- Every student, family, community and staff member should be valued, and their differences should be honored and respected.
- Every student and family should have equitable access to an excellent educational experience and can learn and achieve at high levels.
- Every student, family and staff member is entitled to a safe and secure learning and work environment.

Core Values

The values of the District represent the core priorities in the organization's culture, including what drives the employees' priorities and how they perform within the organization.
The core values of the District are:

- Always Grow- personal, team, systems
- Always Achieve- outcome-driven, adaptive, transformational
- Always Model- visionary, inclusive, servant

Commitment Statements

Commitment statements are those actions of the Board that ensure the fulfillment of the District's mission. The Board is committed to:

- Making all decisions based on attaining student achievement at or above grade level.
- Ensuring that all decisions, actions, and resource allocations are made in the best interest of students.
- Ensuring a safe learning and working environment for all students and employees.
- Ensuring fiscal responsibility to the taxpayers of the District.
- Leading by example.
- Maintaining a collaborative process for decision-making.

Substitute Assignments

Substitutes are only permitted to accept assignments exactly as they are entered into the Frontline ERP system. Accepting assignments must be for **Teachers and Instructional Assistants as applicable** (Special Ed and Head Start) ONLY. You must not modify or change the assignment type.

If a campus requests you to work in a different position than what is listed in Frontline, the campus must submit a request to the Substitute Department for approval. The assignment must be officially approved by the Substitute Department before you may work in the different role.

Duty Hours

Start and end times for the substitute teacher are the same as the regular teacher who is absent. The typical workday is as follows: (Check with specific campus for hours)

- **Early Childhood Education Center Campuses – 7:30 a.m. to 2:30 p.m.**
- **Elementary/Academy & Pre-K/K-8 Campuses – 8:05 a.m. to 3:20 p.m.**
- **Middle School Campuses – 8:45 a.m. to 4:00 p.m.**
- **High School Campuses – 8:45 a.m. to 4:15 p.m.**

Teachers and Instructional Assistant's reporting start time and end time will be visible in the Absence Management system. Please check in with the campus for specific reporting times.

- Substitute Teachers must report to the Main Office upon arriving at school for confirmation of assignment, duties for the day, or any other desired information. If a substitute's service is needed for more than one day, the substitute may be informed upon arrival or at the end of the day.

REMINDER: Upon arrival at the campus, substitutes are required to sign-in with their full name and employee ID number (EID). It is recommended that you keep track/record of all substitute job assignments and make sure they are entered into Frontline-ERP and Frontline-SIS.

- The substitute teacher is expected to perform the duties of the regular teacher whose absence requires substitution.

- The workday for the Teacher and Instructional Assistant is the same as the employee requesting the substitute. For reporting time, check your confirmation number on Frontline or you may contact the campus.

- There are times when the Frontline-ERP and Frontline-SIS system will request a substitute for a half- day assignment. If this occurs, the substitute is required to report to work for the reporting

times specified in the absence record. DO NOT accept two half-day assignments at two different schools for the same day. You will only be compensated for the Teacher/Instructional Assistant assignment time you accepted in the Absence Management System. You should not accept an assignment that is less than half a day (4 hours).

- The substitute scheduled for a full day shall have a 30-minute duty-free lunch period. However, a conference period is not mandated for substitutes. The substitute teacher should report to the Main Office during the regular teacher's conference period to receive an assignment (i.e. cafeteria duty, hall monitor, clerical/library assistance, coverage for another classroom, etc.) during this time frame.

- All substitute assignments must be recorded on Frontline-Erp for verification of assignment and payroll purposes. A confirmation number for all assignments is **required**.

Pay Scale and Pay Periods

- Substitute teachers are paid on a bi-weekly schedule in accordance with the dates published in the Payroll Manual.

- Days worked at a school campus are reported by each individual school campus to the Payroll Department.

- Substitutes who wish to participate in the School District's "Direct to Bank Program" (Direct Deposit) are encouraged to complete the required enrollment form. Payroll checks for substitutes approved under this program will have their payroll check deposited in the financial institution of their choice.

- Request for changes in payroll status such as "Degreed" or "Certified" will become effective upon receipt of the necessary documents to the Office of Human Capital Management at substitute@saisd.net. There is no "backpay" for changes in compensation.

- **Overpayments** - Restitution is required to be made to SAISD for any overpayment that may occur. Failure to provide restitution can result in action being taken to recover overpayment amount(s) and may result in being removed from the District's authorized Substitute List. Restitution must be made in the form of cash, cashier's check, or money order.

- **Questions about payroll checks -**Refer to the payroll schedule. A day not paid may be part of the next pay period. If a day has not been paid, **please contact the Payroll Department at (210) 554-8552** to verify the number of days worked, then **contact the school** who will submit a correction to Payroll. Once the correction is made for any missed days, pay adjustments will be processed on the next pay date according to the payroll schedule. A confirmation number for all assignments is required for payroll verification.

Keeping Vital Information Current

The Office of Human Capital Management should be advised of any name, telephone number, home address, or e-mail address changes to maintain current records and for payroll purposes. Forms to process a change in personal information can be obtained by the following link: https://tinyurl.com/s6ckua.

In order for the District's substitute roster to remain current, substitutes who become temporarily or permanently unavailable for work as a result of full-time employment with the District, another school district, any other organization, or for any other reason should advise the Office of Human Capital Management substitute@saisd.net. Provide your full name and Employee ID number so you can be removed from the system, if necessary.

Substitute Teacher Attendance Procedures

Substitute teachers will receive an attendance roster for each class. This will be given through the campus front office personnel. Procedures state, in part, that pupils ***absent*** at the time attendance roll is taken, during the daily period/time selected, are counted *absent for funding purposes for the entire day*. Students ***present*** at the time the attendance roll is taken, during the daily period/time selected, are counted *present for the entire day*. Students are either “absent”, “present”, or “tardy” to class, but present for official attendance. Post a capital "A" for absences or post a "T" for students tardy to class but present for official attendance. Only teachers can report a student absent. Attendance must be taken by the substitute teacher. **A student may not take attendance.** Elementary teachers may be issued another roster to note students leaving school after official attendance but before the end of the school day. Post “L” for leaving early for these students. The Attendance Roster is an auditable document. Use standard procedures for completing auditable documents:

- Do not use a pencil—use black ink.
- Do not erase data.
- Strikethrough errors—leave them legible and put your initials on the change.
- Do not use white out.

- Corrections must be initialed.
- Rosters must be signed and dated by the teacher or substitute.

Teacher Attendance Initiated

The substitute teacher begins the attendance accounting process by taking attendance at the designated time. Funding based on Average Daily Attendance (ADA) is derived from the absences the teacher initially reports to the campus Data Clerk.

Student Attendance Accounting Handbook *(Administrative Procedure (F39))*

Attendance Accounting is strictly governed by the Texas Education Agency. Rules for attendance accounting can be found in the *Student Attendance Accounting Handbook*. Because funding is directly derived from attendance, accounting documents used to collect attendance are auditable.

Each substitute teacher who records student attendance should sign the attendance document in black ink. This signature certifies that all such records are true and correct to the best of their knowledge and that they have been prepared in accordance with laws and regulations pertaining to Student Attendance Accounting. Signature stamps are *not* acceptable. The original attendance report prepared by the classroom teacher for the purpose of attendance accounting must be retained by the school clerk and must be available to support the central attendance record of each student.

Recording Absences

The district must submit attendance of its students to the Texas Education Agency (TEA) reflecting attendance at a specific time each day. Official attendance is taken every day during the second instructional hour at 10:00 a.m. A student that is absent for any portion of the day, including at the official attendance-taking time, should follow the procedures list in the SAISD Parent Student Handbook (pg. 17).

Guidelines for Transporting Students (*Administrative Procedure (F24)*)

District staff **shall not** transport students during the school day for non-emergency reasons, i.e. getting a change of clothes for students to comply with the dress code, picking up lunch, taking the student home, etc. For "emergency purposes" consult the principal and/or assistant principal first.

Professional Standards

Please refer to Administrative Procedures in the employee handbook for a description for each section.

Special Education Assignments

Supervise teacher assistant's duties, which may include feeding, hygiene, positioning, transferring to and from a wheelchair and/or using crisis intervention techniques and other behavior modification procedures

Substitutes are not responsible for changing students or assisting students with toileting.

Lesson Plans

Lesson plans and other pertinent teaching materials are generally accessible to the substitute teacher from the teacher's desk or the main office.

Student Accident or Illness

- All accidents must be reported to the nurse and/or clinic, and/or front office.
- If a student becomes ill, the student should be sent to the school nurse accompanied by a reliable student to serve as a companion.
- Under No Circumstances should a substitute teacher administer medicine to a student.
- Substitutes should notify the campus office administration of all accidents or incidents, regardless of how "minor" the incident.

Emergencies

Policies CKC

All employees should be familiar with the safety procedures for responding to a medical emergency and the evacuation diagrams posted in their work areas. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use. If there are questions, the substitute should check with the front office.

Electronic Media Use (Social Media, Email, Texting)

Policies (DH) (CQ)

This procedure focuses on employee use of social media, such as Facebook, Twitter, etc. as well as other forms of electronic media, as defined below. Guidelines for personal use and for use with students are included.

The District's electronic communications system and District-owned electronic equipment, including its network access to the Internet, is exclusively for administrative and instructional purposes. Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use. Employees who are authorized to use the systems are required to abide by the provisions of Board policy, the District's acceptable use policy, and administrative procedures. Failure to do so may result in suspension or termination of privileges and may lead to disciplinary action up to and including termination of employment. Employees must follow all district policy and procedure governing the use of computers and electronic media, the publishing of student work, and employee conduct, including, without limitation, DH, DIA, CQ, D5, and F26. Employees with questions about electronic media use should contact Information Technology 210-244-2929.

Tobacco Use

Policies (GKA)(FNCC)

Policy GKA (LEGAL) states that "smoking is prohibited within any indoor facility used for kindergarten, elementary, or secondary education." In addition, Policy DH (LOCAL) states that "smoking and/or use of tobacco products shall be prohibited in all District buildings, vehicles, and grounds, on all school campuses, and at all school-sponsored events in District facilities." The principal/department head shall use appropriate disciplinary procedures when addressing an employee's violation of these policies.

Cell Phones

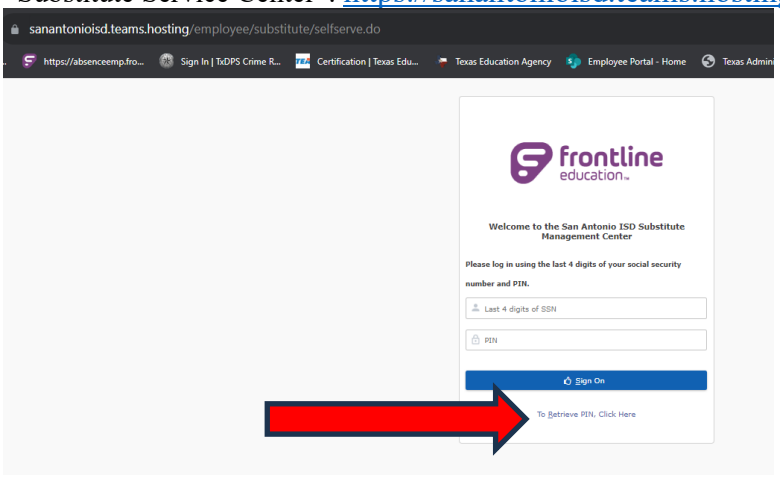
Administrative Regulation (D-05)

To optimize instructional time and educational opportunities in the classroom, we require that a substitute's cell phone be turned on silent mode during instruction. Substitutes may utilize cell phones during non-instructional times such as before school, after school, during lunch, or breaks. In the case of an emergency, employees may request permission from the principal to use cell phones during instructional time.

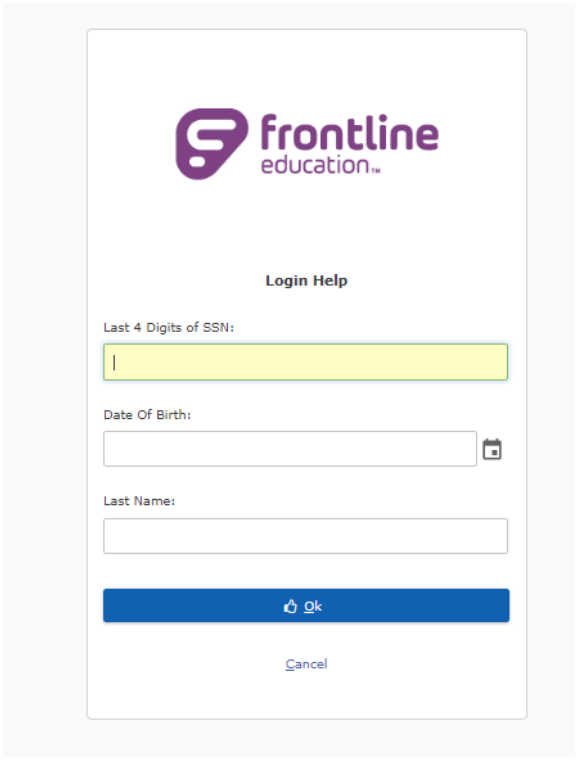
Substitute Self Service- Frontline

To set up your Substitute Self Service Center you need to visit the full site first.

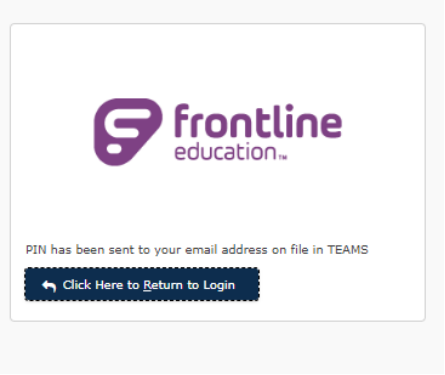
"Substitute Service Center": https://sanantonioisd.teams.hosting/employee/substitute/selfserve.do



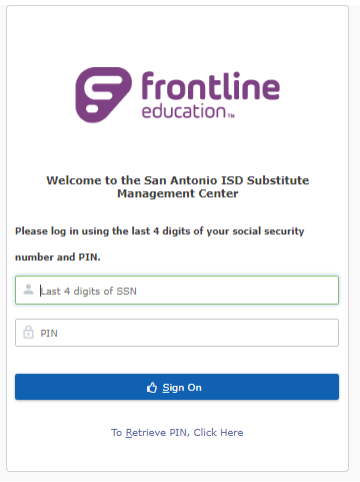
Select: To Retrieve Pin, Click Here,
Answer each question displayed.
Date of birth: 2-digit month, 2-digit day, and 4-digit year, 00/00/0000



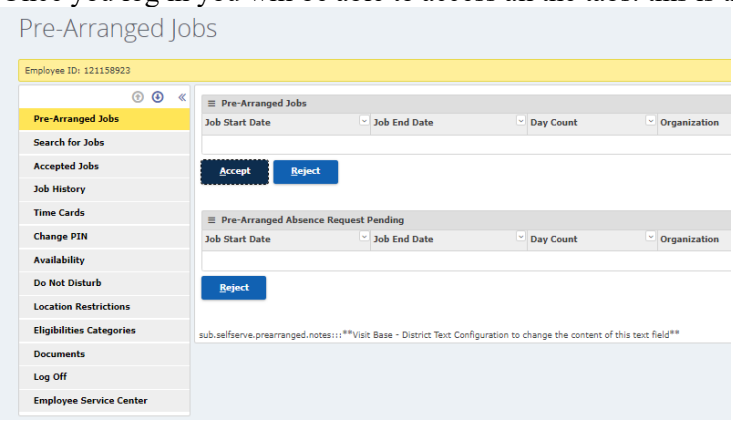
Your pin will be sent to the personal email address that is on file.
If you do not receive the email, then reach out to the substitute department to confirm the email address we have on file.

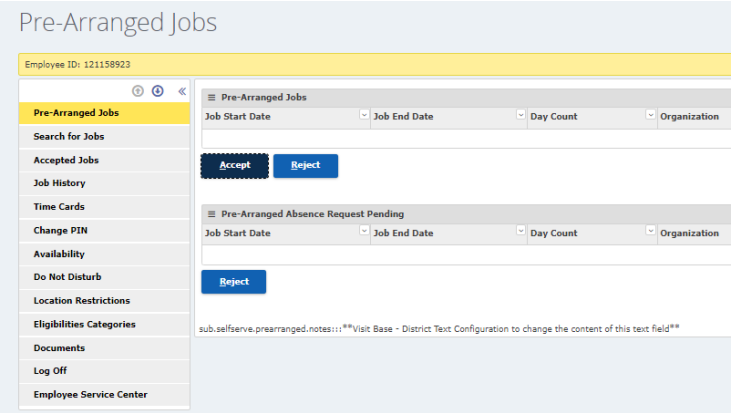


Click on the Click Here to Return to Login button, you will be directed back to the login page. Enter your last 4 of your social and the pin you retrieved from your personal email.



Once you log in you will be able to access all the tabs: this is the full site view.

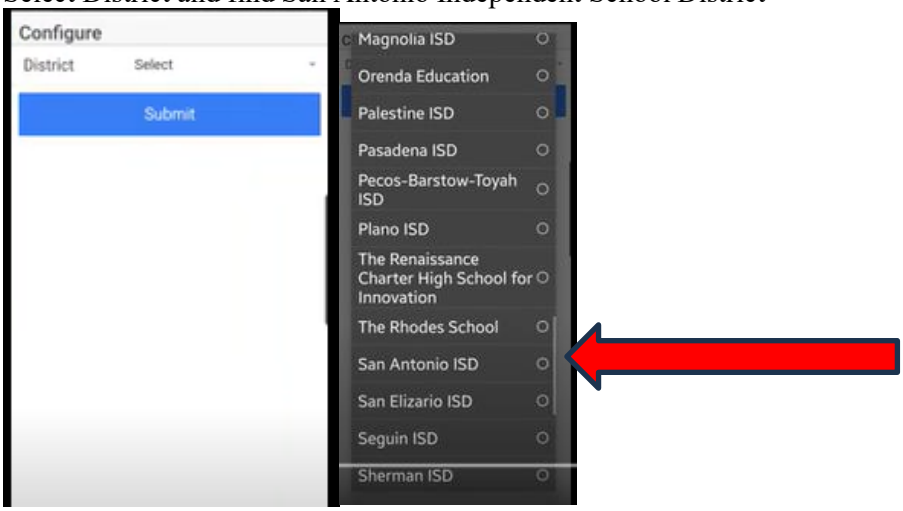




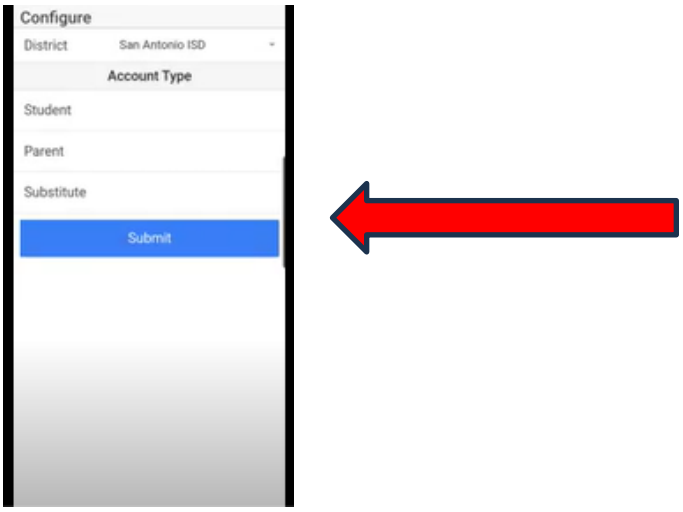
Logging on to your app for Frontline ERP&SIS

The free Frontline ERP & SIS Mobile app is available on the Apple and Android app stores.

After you download the app, you will need to configure your settings.
Select District and find San Antonio Independent School District

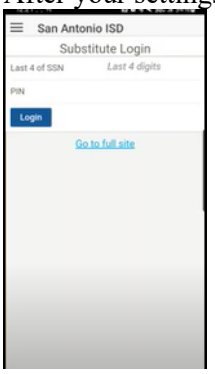


As a substitute teacher you will select “Substitute” for the Account Type

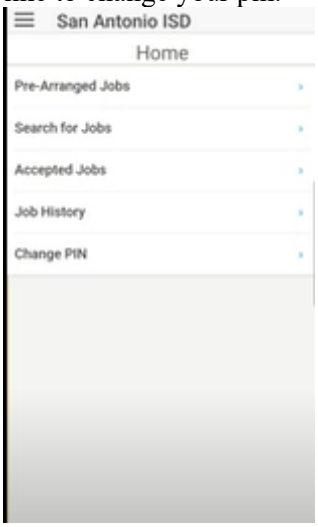

Configure
District
San Antonio ISD
Account Type
Student
Parent
Substitute
Submit

After you select Substitute you will receive a message below, select **Ok**
This message is letting you know you can change this setting if you need to as a parent or student.

After your settings are all configured you can now log in with the last four of your social security and your pin.



Once logged in you have access to Pre-Arranged Jobs, Search for Jobs, Accepted Jobs, Job History, and if you would like to change your pin.



Professionalism

Duties and Responsibilities of the Substitute Teacher

- A substitute teacher has the same professional responsibilities, the same ethical codes and performs the same assigned duties as a regular teacher.
- A substitute teacher should foster a friendly, cooperative attitude towards school personnel and students, and respect the authority of those in administration.
- A substitute should be prompt and business-like in making and keeping agreements to work.
- A substitute should, under no circumstances, criticize any teacher, student, administrators, or other substitutes in the presence of other teachers or students.
- A substitute should be extra cautious in expressing personal reactions and opinions about what has occurred in the classrooms of other schools.
- The substitute should direct any complaints or questions to the principal.
- The substitute should be mindful that the school exists to meet the educational needs of the youth of the community. The substitute's first obligation, therefore, is to the student.
- The substitute should not engage in personal work of any kind during work hours.
- The substitute must follow the District's Ethics and Code of Conduct.
- A substitute supports the District's mission statement, core beliefs, values, and commitments.
- A substitute should <u>never</u> leave students alone & unattended without adult supervision.

Tips & Tools for a Successful Day

The Day Before

- Always have a notepad available to write down the appropriate information if you are called to substitute. Request the confirmation number for the assignment.
- If you are not familiar with the location of the school, call the school and ask for directions. It is best to access a map of the District's schools and keep it handy for times when you may not know the location of the school. Also have campus addresses, phone numbers, starting and ending times.
- Because you are a substitute, it is always best to answer your phone as much as possible for last minute assignments, especially in the mornings.
- Remember to dress appropriately and ensure you have your SAISD employee badge.

Upon Arrival at the School

- Arrive early to allow time for parking.
- Sign in with your first and last name and nine-digit employee ID number (substitute notebook).
- Receive an assignment confirmation number.
- Receive duties for the teacher's conference period.
- Get pertinent information from the office before starting your day.
- Introduce yourself to the administrative assistant and follow the routine process.
- Ask about student passes and procedures.
- Ask where to report during the assigned teacher's conference period.
- Find out how to refer a student to the office.
- Ask if any students have medical concerns; consider speaking briefly with the nurse.
- Find out how to report student attendance and tardiness.
- Locate the restrooms, staff lounge/workroom, cafeteria, library, gym, etc.
- Meet with a grade-level teacher for advice and information for the day.
- Meet other nearby teachers.
- Make sure the classroom door locks.
- Ask about any extra duties related to the assignment.
- Ask about school-wide activities.
- Obtain appropriate keys.
- Ask for the names of teachers in nearby rooms.

Before the Students Arrive

- Write your name on the board.
- Review classroom rules and behavior standards posted in the room.
- Locate and review lesson plans, teaching materials, and all procedures left by the teacher; ask another teacher or administrator for help if needed.
- Locate a pen for attendance and important notes, as well as books, paper, and other materials.
- Locate the school evacuation map and emergency exits.
- Locate any equipment needed for teaching (computers, overhead projector, recorder, listening station, etc.).
- Prepare student work for immediate engagement upon entering the room.
- Stand at the door and greet students when the bell rings.
- Become familiar with the location of:
    - Hand-in assignments
    - Pencil sharpener
    - Passes for restroom, office, etc.
    - Posted classroom rules and consequences
    - Classroom library
    - Assigned centers
    - Seat arrangements
    - Classroom textbooks
    - Bell schedule
    - Duty assignment
    - Supply of extra paper, pencils, materials
    - Daily routine
    - Homework assignment

During the Instructional Day

- Follow the lesson plans and any instructions left by the classroom teacher thoroughly.
- Share learning expectations with the students.

- Issue textbooks, workbooks, and laptops only if directed by the principal or teacher.
- Only give out passes designated by the teacher.
- Review and implement the classroom discipline plan with students.
- Refer to activities for students who complete work early, using provided or self-developed resources.
- Check students' understanding by moving around the classroom.
- Monitor and adjust instructional activities as needed.
- Report to assigned duty stations on time (conference, before/after school).
- Report to the front office during the teacher's conference period for duty assignment (conference periods are not guaranteed for substitutes).
- Praise and reinforce positive behavior and student effort.
- Be fair with rewards and consequences.
- Be positive and respectful.

At the End of the Day

- Review major learning concepts of the day with students.
- Remind students of homework assignments (if appropriate).
- Ensure students pick up items, clean up, and leave the room orderly.
- Only release students to an authorized adult.
- NEVER leave students unattended; take students not picked up to the main office.
- Leave factual comments for the teacher detailing work accomplished and significant events.
- Do not sign out before the end of the day; leave materials provided by the regular teacher.
- Before leaving, ensure the room is in order.
- Close and lock all windows; lock the door or inform the custodian if you do not have a key.
- Turn in your substitute folder to the secretary and always sign out.
- Check if you are needed for another assignment; obtain a confirmation number if so.
- Thank the office staff for their hospitality and opportunity to substitute.
- If you wish to return, leave your phone number with the office.

- Leave a factual note summarizing positives, negatives, student understanding, and assignment completion.
- Remain on duty until released by the principal or designee.

Tips to Ensure your Continued Return

- Implement the campus/classroom management plan. Require little or no supervision for your assignment.
- Ensure the safety & security of students assigned to you.
- Become part of the campus team.
- Participate and volunteer for campus activities/duties.
- Know and support the campus goals and priorities.
- Interact positively and professionally with students and staff.
- Implement the assigned lesson plan as designed by the teacher ensuring continual student engagement.
- Always find something positive to say about any classroom you work in.
- Be professional - Be available - Be flexible - Be enthusiastic.
- Be prompt and be prepared to work with students.
- Be gracious - respectful and courteous toward administration - staff – parents - students.

Classroom Organization & Management

The teacher is the primary authority in the classroom, and substitutes are expected to maintain a disciplined environment that supports learning. Fairness, firmness, and a positive attitude are key to managing student behavior. A well-organized, actively engaged class will minimize discipline issues and help build student respect.

A. Classroom Organization

- Establish a seating arrangement.
    - Use strategic seat changes to break up cliques and defuse discipline problems early.
- Structure instructional activities.
- Develop student accountability.
- Ensure all students are always within sight.

B. Substitute Teacher-Student Relationships

- Welcome all students and be courteous.
- Speak professionally; never embarrass students.
- Be fair in grading and avoid favoritism.
- Praise students appropriately (appearance, performance, manners, etc.).
- Value students' confidence.
- Maintain student supervision and eye contact.
- Stand and move around the classroom while teaching.
- Assign consequences as needed according to campus/class policy.
- Be approachable, friendly, and willing to listen.
- Learn and use students' names quickly to foster responsibility and connection.
- Develop a positive rapport built on respect and trust.

C. Behavior Expectations

- Establish classroom rules through class discussion, encouraging peer acceptance and incorporating character-building skills.
- Keep rules short, simple, meaningful, and positive.
- Enforce rules consistently and fairly.

- Debrief with students about behaviors.
- Develop and use reminders, signals, and cues.
- Do not personalize student behaviors

D. Student Expectations

- Inform students of what is required.
- Never administer corporal punishment.
- Be firm but fair; avoid threats and set clear expectations.
- Speak clearly and command attention.
- Reprimand students privately when possible.
- Recognize when behavioral problems are beyond a student's control; refer to the office per campus policy.
- Never tell students to leave the room unsupervised.

E. Establish Routines and Procedures

- Take attendance at the beginning of the period.
- Provide preliminary work (on the board or a worksheet) to help students settle and allow time for roll call.
- Begin class in a business-like manner; stress responsibility for assigned work.
- Discuss the day's work and answer student questions.
- Always have work prepared for the entire class period; do not end early.
- Establish consistent procedures for distributing and collecting materials.
- Organize supplies for classwork.
- Provide a routine checklist.

F. Managing Classroom Transitions

- Establish transitional procedures for all activities and routines.
- Use good judgment when issuing student passes.
- Ensure students understand transition procedures; provide practice if needed.

G. Classroom Monitoring

- Develop the ability to always see or know what is happening in the classroom.

- Convey alertness and attentiveness to students.
- Dismiss students in an orderly fashion.
- Never leave students alone in the classroom.
- Make accommodations and adjustments as necessary.

H. Student Engagement — Schedule a Variety of Activities

- Design activities that encourage positive student interaction.
- Vary activities to reduce boredom and enhance learning and engagement.
- Assign shortened learning projects.
- Allow extra time for assignment completion.
- Allow students to choose learning assignments when appropriate.
- Allow students to choose grading methods when applicable.
- Know students' learning styles.
- Have extra assignments or activities ready for early finishers.

I. Classroom Environment

- Arrange the classroom attractively and efficiently.
- Keep the room free of clutter.
- Define places for materials, supplies, and equipment.
- Use bulletin boards and displays effectively.
- Maintain an orderly classroom environment.
- Set up designated student work areas.
- Promote a warm, accepting, and interesting classroom atmosphere.

Behavioral Strategies

Behavioral Strategies That Really Work!

- Use a timer to help students self-monitor on-task behavior.
- Use appropriate proximity control.
- Provide frequent positive feedback (verbal and/or concrete) for effort and outcomes.
- Modify the instructional environment as needed.
- Escort students to and from locations when appropriate.
- Utilize daily behavior reports for debriefing.
- Avoid ridicule and criticism, praise often and reward good behavior.
- Remove distractions from the learning environment.
- Work on developing students' social skills.
- Use coaching to assist students in redirecting behavior.
- Help students develop personal strategies for maintaining attention.
- Continuously monitor and redirect behavior patterns.
- Focus feedback on positive observations.
- Demonstrate care and support for students.
- Apply consequences for both appropriate and inappropriate behavior.
- Build self-esteem and encourage success through various strategies.
- Use peer modeling and peer role models.
- Use verbal and tactile prompts/clues for redirection.
- Develop appropriate outlets or alternatives for student behavior.
- Encourage expression of ideas and feelings.
- Avoid discussing outside events during group instruction.
- Intervene early to prevent temper outbursts; avoid "why" questions—acknowledge feelings instead.
- Confront rule violations calmly and remind students of expectations; offer choices to help students "save face."
- Use negotiation and offer task alternatives or choices when appropriate.
- Constantly recognize and celebrate student achievement.
- Give clear, precise directions; clarify and check for understanding as needed.
- Use positive affirmations when introducing new situations.
- Frequently "check-in" with students to monitor behavior and address problems.

Instructional/Behavioral Strategies

Students Who Do Not Stay in Assigned Area

- Separate the student from peers who encourage inappropriate behavior.
- Identify a peer as a model for staying in the assigned area.
- Reinforce students who stay in the assigned area for the specified time.
- Gradually increase the length of time required for reinforcement as success is demonstrated.

Students Who Make Inappropriate Comments/Noises

- Reinforce appropriate comments based on successful duration; increase time for reinforcement as the student improves.
- Remove the student from the group/activity until self-control is demonstrated.
- Write a contract specifying expected behavior and corresponding reinforcement.
- Provide a predetermined signal if the student makes inappropriate comments or noises.
- Structure the environment to limit opportunities for inappropriate behavior (e.g., keeping the student engaged or seated near the teacher).

Students Who Do Not Follow Directions

- Ensure eye contact is always possible between teacher and student.
- Assign preferred responsibilities to the student.
- Maintain maximum supervision and gradually reduce it as the student improves.
- Have the student track the amount of time spent following directions.

Students Who Do Not Resolve Conflict Appropriately

- Identify a peer to act as a model for the student to imitate the ability to appropriately solve problems in conflict situations.
- Identify typical conflict situations for the student and discuss appropriate solutions to specific situations (e.g. peers taking things from him/her, peers hitting or grabbing, peers not following rules, etc.)
- Evaluate the student's problem-solving ability and limit his/her exposure to conflict situations to a level he/she can deal with appropriately.
- Model for the student or have the student role-play a variety of ways to solve problems in conflict situations (e.g. withdrawing, reasoning, apologizing, compromising, etc.)
- Provide the student with hypothetical conflict situations and require him/her to suggest appropriate solutions to the situation.

Students Who Engage in Temper Tantrums

- Provide readings, videos, and lessons about temper tantrums and the implications associated with the behavior.
- Develop a plan of action that will be implemented the next time the tantrum occurs. The plan should have substitute teacher/student/administrator and parent involvement.
- Provide opportunities to self-manage with silent cues or prompts as indicators arise for tantrums. This assistance will help the student to begin to take control of the behavior. A behavioral improvement chart could be developed for scoring and for reinforcing self-management behavior.
- Use the listing technique to help the student identify his or her feelings (e.g., list ten things that make you angry).

Students Who Engage in Acting Out Behavior

- Agree with the student upon certain times when this kind of acting out behavior may be acceptable.
- Anticipate and divert acting-out behavior with a question, a chore, or a command.
- Avoid responding with anger or sarcasm, which only reinforces the notion that the method works.
- Exchange classes with another teacher for a period, a day, or longer, and then exchange observations and plan accordingly.
- Examine the seating arrangement. Try seating the student in a rear corner or by your desk as your assistant.
- Enlist the cooperation and support of the class when a student acts out.
- Consider denying certain privileges but offering alternatives; then be aware of opportunities to reinforce improved behavior.

Students Who Engage in Off Task Behavior

- Alternate between active and quiet activities, between lecture, cooperative learning groups, and individual group seatwork.
- Give work breaks. This allows for movement during and between lessons. Do a few stretching exercises. Get blood circulating again!
- Provide ample skill reinforcement work within an individualized student work folder.
- Deliver lessons in a style that maintains attention and interest. Use creative methods which engage the student.
- Use examples that have meaning to them.
- Break one large task/concept down into several components. Use a checklist of small steps. As each step is completed, the student checks it off the sheet.
- Limit the amount of work so it does not overwhelm students.

Substitute Deactivation

The substitute teacher serves at the will and discretion of the District. Substitutes are expected to adhere to the standards and directions of the district, school, and the principal. A substitute's name may be deleted from the roster if:

- He/She does not work four (4) or more days a month.
- Receives complaints or concerns expressed by a principal.
- The substitute is consistently not available to accept work.
- The substitute accepts an assignment but fails to show up or fails to complete the assignment.
- Behavior, demeanor, dress, or communication skills are such that the substitute is not deemed to be an appropriate role model for students.
- The substitute has exhibited any misconduct or any inappropriate behavior.

Criminal History Checks for Employees and Volunteers

Policies (GKG, D35)

All applicants for employment must complete the entire on-line application form supplied by the Human Capital Management Department, including the Consent to Perform Criminal History Records Information [FORM D23-B] and the Fast-Fingerprinting Pass as appropriate for the specific position. The Human Capital Management Department will obtain the criminal history information and fingerprinting clearance from the current criminal background check system which includes information from law enforcement or criminal justice agencies, including but not limited to, the "Criminal History Clearinghouse" established by the Department of Public Safety. Employment with the San Antonio ISD is contingent upon criminal history record and the fingerprinting requirement completion.

In accordance with Texas Education Code §22.083, the District shall obtain criminal history record information that relates to a person the District intends to employ or a person who has indicated in writing, an intention to serve as a volunteer with the District, as well as to a person currently employed or serving as a volunteer. In addition, the District has entered into partnerships with nonprofit organizations to oversee and support district schools, pursuant to Senate Bill 1882. The District must also conduct a criminal history review of certain employees of these organizations.

Professional Conduct

Substitutes should never leave the classroom or students unattended. If the substitute needs to leave the room for a personal reason or emergency, a nearby teacher and administration should be notified so that the classroom will be supervised. At all times and in all matters related to substitute teaching, the substitutes should never hesitate to seek help when needed. Help is only a few steps or a call away to the office at any time. Most classrooms have an intercom system if you feel the need to contact the office for immediate assistance.

Polices (D10)

Principals are asked to notify the Office of Human Capital Management of any concerns or misconduct involving substitutes. In the event the principal requests that a substitute does not return to their campus, San Antonio ISD reserves the right to exclude them from working at that campus. If circumstances warrant, a substitute will be removed from the service to the District if it is believed to be in the best interest of the school and/or the District. Substitutes must adhere to the following:

- The Family Educational Rights and Privacy Act (FERPA) prohibits the substitute teacher from revealing confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- Employees, visitors, substitutes, and students are prohibited from bringing firearms, illegal knives, or other weapons onto school property or any grounds or building where a school-sponsored activity takes place.
- Cellular phones should be silent and out of sight during the school day. No personal calls should be made or received during the instructional day with the exception of personal calls made during lunch, before, or after school.
- Taking pictures and recording videos of students with any device is **not** permitted.
- Videos and social networking sites are not to be accessed or shown unless it is part of the teacher's lesson plan.
- District policy prohibits the use of tobacco products anywhere on school property, as well as school sponsored events.
- SAISD is a Drug-Free Workplace. Employees of the District are prohibited from using, possessing, manufacturing, dispensing, distributing, or being under the influence of alcoholic beverages, prohibited drugs, or narcotics.
- Personal questions/conversations of a sensitive or private nature not included in the teacher's lesson plans are to be avoided. These included questions about religious beliefs, sexuality, substance abuse, and family life.
- Substitutes, especially as it pertains to religion, should refrain from discussing their

personal lives with students, especially as it pertains to religion, sexual preferences, and other aspects of their personal life of no relevance to the instructional content presented or reviewed.

- An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

Dress and Grooming

Employee Standards of Conduct (*Local DH*)

The dress and grooming of District employees shall be clean, neat, in a manner appropriate for their assignments, and in accordance with any additional standards established by their supervisors and approved by the Superintendent. San Antonio Independent School District considers all personnel to be professional in their respective areas and, as such, expects all employees to adhere to appropriate professional dress guidelines during regular school business hours.

These guidelines, as outlined below, are general in nature and accompanied by a few illustrative examples of appropriate or inappropriate attire. The following items are meant to serve as examples and should not be considered all-inclusive:

Appropriate clothing includes:

Males

- Button-down dress shirt, pullovers, sport coats or sweaters
- Golf shirts, sports shirts, or polo-style collared shirts
- Slacks or khakis
- Dress shoes, boots, athletic shoes, and casual shoes

Females

- Blouse, dress, skirt (appropriate length)
- Sweater
- Slacks or khakis
- Dress shoes, casual shoes, dress sandals, boots, and athletic shoes

In accordance with the dress code guidelines, the following items are NOT ACCEPTABLE and shall not be worn:

- Jeans of any color (except on Fridays or designated “Spirit Day”; does not exclude other denim such as jackets and skirts)
- T-shirt defined as a collarless short-sleeved or sleeveless usually cotton undershirt; also, an outer shirt of similar design (except on Fridays or designated “Spirit Day” and other school-related theme days and/or field trips); acceptable t-shirts include those with a common school theme, logo or slogan and/or college/university shirts.
- Revealing, and/or provocative clothing (e.g. tank tops, halter tops, spaghetti straps, strapless tops/dresses, suggestive clothing, visible midriff/cleavage, tight-fitting/spandex)
- Flip-flops (e.g. beach shoes)
- Shorts (anything above the knee); Capri/cropped pants are not considered shorts.

SAISD Substitute Pay

2025-2026 school year

SAISD Substitute Rates 2025-2026 School Year				
Substitute Category	**Daily Rate M&F (Days 1-19)**	**Daily Rate T-Th (Days 1-19)**	**Daily Rate** M&F (Days 20+)**	**Daily Rate** T-Th (Days 20+)**
Certified*	$150	$140	$160	$150
Degreed*	$140	$130	$150	$140
Non-Degreed*	$130	$120	$140	$130
Instructional Assistant *Non-SPED*	$112	$112	$122	$122
Instructional Assistant SPED	$117	$117	$127	$127
Non-Classroom Paraprofessional	$112	$112	$122	$122

***Additional Pay Incentives:**
+$10/day for Secondary School Substitutes (Middle Schools and High Schools)
+$10/day at Cooper Academy, Rhodes MS, Tafolla MS, Sam Houston HS, Lanier HS
+$25/day at Davis MS and Poe MS

****Substitutes only get this rate if they stay in the same assignment for 20 days or more**

2025-2026 Instructional Calendar

GRADING PERIODS

1st Grading Period: August 13 - October 9
2nd Grading Period: October 14 - December 18
3rd Grading Period: January 6 - March 5
4th Grading Period: March 17 - May 28

ADDITIONAL NOTES

First Day: August 13, 2025
Last Day: May 28, 2026
First Semester: August 13 - December 18
Second Semester: January 6 - May 28
170 instructional days with 77,180 minutes

School Directory

Please visit www.saisd.net

- **Schools**
- **View our Schools Directory**

Substitute Payroll

Payroll Office
Payroll Information
Substitute Payroll Schedule 25/26
Phone Number: 210-554-8408

Chief – Human Capital Management

James Harrell

Director, Strategic Staffing

Nancy Rodriguez

Program Coordinator lll

Liza Gonzales

Staffing Assistant

Reynaldo Castilleja
Ivy Perez

San Antonio Independent School District

514 W Quincy St., San Antonio, TX 78212

Phone: (210) 554-8400

(option 1, then option 1 for Substitutes)

Board of Trustees

Christina Martinez, President

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Leticia Ozuna, Member

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Dr. Jaime Aquino, Superintendent

Visit the District Website:
www.saisd.net

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.